

## Unit 4: Lesson 20

This week our focus turns to the Civil Rights Movement. We will continue our discussion about what it would take to spur you into action, as we ask ourselves: Where are main ideas often found in a non-fiction text.

### Day 1

Write 1861-1865 on board. Remind students that these were the years the Civil War took place.

Write 1863 on board. Tell students this was when the Emancipation Proclamation was signed by President Lincoln. Discuss the Emancipation Proclamation and its significance. Use the following link to help guide discussion and give background knowledge about the history of the Civil Rights Movement.

<http://library.thinkquest.org/CR0215688/>

Ask students: After the Emancipation Proclamation was signed and the Civil War ended, was life easier for African American citizens. Lead them into a discussion about what they might know about the Civil Rights Movement, Martin Luther King Jr., etc. Write their ideas down on chart paper to use as a reference over the next two weeks.

Refresh students' memory of Rosa Parks. Students should be familiar with Rosa Parks from lessons in 2<sup>nd</sup> grade. Tell students that we will be reading a story about Rosa Parks. As they read the story, they need to think about the details of the story that will help us draw some conclusions about the main idea.

Go to [www.cals.org](http://www.cals.org) bookflix and Read *Rosa* (*You will need you library card number to access the book*)

After reading the story, use the graphic organizer in the CLLG page 78 to help students determine the main idea of the selection.

### Assessment/Evaluation

As students read books from reading groups, have them identify the main idea and details from those books.

## **Day 2**

Review discussion about Rosa Parks from Day 1. Use the following link to help students understand the bus boycott.

[http://www.americaslibrary.gov/aa/king/aa\\_king\\_bus\\_1.html](http://www.americaslibrary.gov/aa/king/aa_king_bus_1.html)

Use the reading and information to help students practice finding main idea and details to aid in comprehension of a text.

## **Day 3**

Use the following website to continue discussion about Rosa Parks, the Montgomery Bus Boycott, and the civil rights movement. This can be done as a whole group lesson, or independently if students have access to computers.

<http://teacher.scholastic.com/rosa/index.htm>

## **Assessment/Evaluation**

Have students answer the following question in their Reading Log:

Imagine yourself in Rosa's shoes. Think about being in a situation in which you are fighting to change the way things have always been. Imagine being the first to do something very hard — so hard most people wouldn't even try. Tell what it is you might change, why you feel it is important to change the situation, how you would go about changing it. Finally, describe the consequences you might face from changing this situation.

## **Day 4**

Review discussion from previous days. Use the following link and follow Lesson 1 to deepen understanding about the bus boycott and the civil rights movement.

<http://www.archives.state.al.us/teacher/rights/rights1.html>

Use the primary source documents to further literacy concepts of main idea and detail.

## **Assessment/Evaluation**

In their Reading Log, have students answer the following questions:

Which of these rules deal with politeness and courtesy?

Why do you think that good manners would be important during a situation like this?

Why are good manners and courtesy important to all people?

Answers can be found from the primary source documents provided on website.